


| | | | |
|--|--|--|---|
|  FLORIDA ATLANTIC UNIVERSITY | COURSE CHANGE REQUEST Graduate Programs | | UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____ |
| | Department <u>Nursing</u> College <u>College of Nursing</u> | | |
| Current Course Prefix and Number <u>NGR 6605</u> | | Current Course Title <u>Primary Care 2: Foundations Adv. Nursing Practice</u> | |
| Syllabus must be attached for ANY changes to current course details. See <u>Template</u> . Please consult and list departments that may be affected by the changes; attach documentation. | | | |
| Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/> | | Change description to: Change prerequisites/minimum grades to: <u>Add: NGR 6200L, 6301, 6342</u> Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade. | |
| Effective Term/Year for Changes: <u>Summer 2026</u> | | Terminate course? Effective Term/Year for Termination: _____ | |
| Faculty Contact/Email/Phone <u>Katherine Chadwell, kchadwel@health.fau.edu, 561-297-2535</u> | | | |
| Approved by Department Chair <u>Katherine Chadwell</u> College Curriculum Chair <u>Riser Wiese</u> College Dean <u>[Signature]</u> UGPC Chair <u>[Signature]</u> UGC Chair <u>[Signature]</u> Graduate College Dean <u>[Signature]</u> UFS President _____ Provost _____ | | Date <u>10-20-25</u> <u>10.20.25</u> <u>10.20.25</u> <u>11/03/2025</u> <u>11/03/2025</u> <u>11/04/2025</u> _____ _____ | |

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

CON Committee on Programs Motion Form

| | | | | | |
|--|---|--------------|--|------------------|--|
| Date | 10/15/2025 | Maker | Masters Committee | Second | [If coming from an academic committee a 2 nd is not required] |
| Title of Program: FNP and AGNP Program and PMHNP program | | | | | |
| Motion Language: Overall: Motion to approve prerequisite and corequisite changes as noted for NGR 6200, 6200L, 6605, 6605L, and 6507L. | | | | | |
| Motion to accept Primary Care 1 (NGR 6200) & Primary Care 1 Practicum (NGR 6200L Prerequisite changes that includes the addition of NGR 6002 & 6176 and the deletion of 6110 and 6811 | | | | | |
| Motion to accept Primary Care 2 (NGR 6605) prerequisite changes that includes the addition of NGR 6200L, 6301, and 6342 and Primary 2 Practicum (NGR 6605L) prerequisite changes adding 6301 and 6342 | | | | | |
| Motion to accept Psychiatric Mental Health Nursing: Diagnosis and Medication Management (NGR 6597L) Prerequisite changes adding NGR 6002 & 6002L and removing corequisites NGR 6002 and 6002L | | | | | |
| Start Date | Summer 2026 | | | | |
| Rationale: include program(s)/track(s) impacted | Support proper progression of students | | | | |
| Revised Syllabus attached | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA | | | | |
| Student Notification Required | <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (email (COP via IT) and website announcement (Academic Associate Dean's ofc) Following Faculty Assembly approval) | | | | |
| | | | | | |
| Does this require an addition or revision to the FAU catalog? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | If YES, Identify Section: Graduate course descriptions | Follow-up | |
| Does this require an addition or revision to CON Policies and Procedures or student handbook? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | If YES, Identify Section: <input type="checkbox"/> CON Policies and Procedures <input type="checkbox"/> Student handbook <input type="checkbox"/> BSN <input type="checkbox"/> Graduate | Follow-up | |
| | | | | | |

ACTION Date:

☐ Amended

☐ Tabled

☒ Adopted

☐ Withdrawn

☐ Postponed

☐ Referred

Approved COP 12/19/16

Catalog Changes

Primary Care 2: Foundations of Advanced Nursing Practice (NGR 6605) 3 credits

Prerequisite: NGR 6200. 6200L, 6301, 6342

Corequisite: NGR 6605L

Focuses on the expanding study of primary care across the lifespan using nursing situations in advanced practice grounded in caring science, including health promotion, disease prevention, assessment, diagnosis and management of more complex conditions in the primary care setting.



FLORIDA ATLANTIC UNIVERSITY

NGR 6605-002 11145

Prim Care 2:Fdns Adv Nur Prac

Date: Thursday 4:00 PM - 6:50 PM

Building: C E Lynn Coll of Nursing Boca **Room:** 201

3 Credit(s)

Fall 2025 - 1 Full Term

Instructor Information

Caroline Hardy

Email: carolinehardy@health.fau.edu

Office: 338 Boca Campus

Office Hours: Mondays and Wednesdays 10-2PM and Thursdays from 2PM-3:30PM. Please schedule an appointment.

Phone: 561-297-4630 **Cell:** 954-980-1203

Course Description

Primary Care 2: Foundations of Advanced Nursing Practice

Prerequisite: NGR 6200, 6200L, 6301, 6342

Corequisites: NGR 6605L

Focuses on the expanding study of primary care across the lifespan using nursing situations in advanced practice grounded in caring science, including health promotion, disease prevention, assessment, diagnosis and management of more complex conditions in the primary care setting.

Upon completion of the course, the student will demonstrate

Becoming competent:

1) Analyze foundational knowledge from nursing and related disciplines to assess, diagnose, and treat common conditions. (Essential I)

2) Appraise selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences to enhance the health and well-being of persons across the lifespan. (Essential I, VIII)

3) Develop patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the primary care of persons. (Essential VIII)

4) Routinely apply research findings, identify clinical guidelines from national organizations, and apply evidence-based practice to improve the health and well-being of persons in the primary care setting. (Essential IV)

5) Routinely utilize informatics and health technologies to evaluate, integrate, coordinate, and improve healthcare for persons. (Essential V)

6) Develop a more comprehensive understanding of the advanced practice nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development. (Essential IX)

Becoming compassionate:

1) Employ appropriate nursing theories and complex patterns of knowing in the design of compassionate care. (Essential IX)

2) Compose caring strategies in advanced nursing situations which reflect appreciation of the persons' and families' cultural and spiritual beliefs. (Essential IX)

Demonstrating comportment:

1) Integrate effective communication strategies to foster interprofessional partnerships to improve health outcomes for persons. (Essential VII)

2) Examine the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable primary care for common conditions. (Essential II)

Becoming confident:

1) Demonstrate a beginning sense of self as a caring person in relation to others within advanced practice. (Essential IX)

2) Demonstrate increasing clinical confidence, through critical thinking by applying advanced nursing knowledge.

Attending to conscience:

1) Analyze how health policy impacts the care of persons in diverse situations. (Essential VI)

- 2) Explore measures to improve care through advocacy at state and local levels. (Essential VI)
- 3) Analyze morally sensitive issues affecting advanced practice. (Essential VI)

Affirming commitment:

- 1) Delineate the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care. (Essential II, III)
- 2) Routinely integrate anticipatory guidance, based in an understanding of developmental theory and current evidence. (Essential I, IV)
- 3) Explain the importance of becoming professionally active in national organizations improving health of persons. (Essential III and VI)

GRADING AND EVALUATION METHODS:

Evaluation Methods: Students in this course are required to complete the following assignments and exams to evaluate knowledge and mastery of content:

Exam 1 20%

Exam 2 20%

Exam 3 25%

Course quizzes 15%

Case studies 10%

Group Presentation 10%

Total Course Points 100%

Prerequisites/Corequisites

Prerequisite(s): One of the following:

- NGR6200 Graduate/Undergraduate (Minimum Grade of
- **NGR6200L** Graduate /Undergraduate (Minimum Grade of C)
- **NGR 6301** Graduate /Undergraduate (Minimum Grade of C)
- **NGR6342** Graduate / Undergraduate (Minimum Grade of C)
- TRNS (Minimum Grade of 0001)

Corequisite(s):

| Subject | Course Number |
|---------|---------------|
| NGR | 6605L |

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials

Textbook of Adult-Gerontology Primary Care Nursing

ISBN: 9780826184139

Publisher: Springer Publishing Company

Primary Care : The Art and Science of Advance Practice Nursing - An Interprofessional Approach

ISBN: 9781719649469

Publisher: F. A. Davis Company

Textbook of Adult-Gerontology Primary Care Nursing

ISBN: 9780826184139

Publisher: Springer Publishing Company

Symptom to Diagnosis

ISBN: 9781260121117

Publisher: McGraw-Hill

Edition: 4th

Primary Care : The Art and Science of Advance Practice Nursing - An Interprofessional Approach

ISBN: 9781719649469

Publisher: F. A. Davis Company

Primary Care : The Art and Science of Advance Practice Nursing - An Interprofessional Approach

ISBN: 9781719649469

Publisher: F. A. Davis Company

Symptom to Diagnosis

ISBN: 9781260121117

Publisher: McGraw-Hill

Edition: 4th

Textbook of Adult-Gerontology Primary Care Nursing : Evidence-Based Patient Care for Adolescents to Older Adults

ISBN: 9780826184146

Publisher: Springer Publishing Company

Edition: 1st

Sanford Guide to Antimicrobial Therapy 2020 (Library Edition)

ISBN: 9781944272159

Publisher: RITTENHOUSE BOOK DISTRIBUTORS

Primary Care

ISBN: 9781719644655

Publisher: F.A. DAVIS

Edition: 6th

Textbook of Adult-Gerontology Primary Care Nursing : Evidence-Based Patient Care for Adolescents to Older Adults

ISBN: 9780826184146

Publisher: Springer Publishing Company

Edition: 1st

Symptom to Diagnosis An Evidence Based Guide, Fourth Edition

ISBN: 9781260121124

Publisher: McGraw-Hill Professional Publishing

Edition: 4th

Symptom to Diagnosis An Evidence Based Guide, Fourth Edition

ISBN: 9781260121124

Publisher: McGraw-Hill Professional Publishing

Edition: 4th

Sanford Guide to Antimicrobial Therapy 2020 (Library Edition)

ISBN: 9781944272159

Publisher: RITTENHOUSE BOOK DISTRIBUTORS

Primary Care

ISBN: 9781719644655

Publisher: F.A. DAVIS

Edition: 6th

Essential Literature On Caring Science (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*. Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.

University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018;
Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly
10/22/18

Course Objectives/Student Learning Outcomes

Expanding study of primary care utilizing foundational concepts introduced in Primary Care 1 including evidence-based practice, diagnostic reasoning, NP-patient relationship grounded in caring, health promotion, professional role, leadership, interprofessional communication, health policy, quality improvement, practice inquiry, technology and information literacy to assess, diagnosis, and treat common and complex conditions. Note that each topic will include a discussion of problems

throughout the lifespan, particularly for the older adult, from a paradigm of caring. Content will also include discussion of genetic effects of diseases and the application of technology in clinical practice. Students are encouraged to have a strong knowledge of the caring paradigm, one sound genetic reference source, and a foundational knowledge of technology and its application to nursing science.

1. Neurological Problems
2. Hematology and the Immune System
3. Abdominal Problems
4. Renal and Urological Problems
5. Male Health and Reproductive Issues
6. Musculoskeletal Problems
7. Psychological Health
8. Palliative Care & Reportable Issues

Course Assignments

COURSE ASSIGNMENTS:

This hybrid course is designed for adult learners. Each adult learner is responsible for identifying the method in which he/she learns best. There are multiple resources offered to support those who learn best via reading/outlining/notetaking. There are recorded videos on many diagnoses (some by the professor and others from outside, accurate sources) if you learn best via audio/visual resources. The discussion board is available for those learners who learn best via interactive methods. Some students learn best by using ALL the resources. Other students find that reading one textbook plus the evidenced-based articles works best for them. Identify how you learn best and use the resources that best support you!

REQUIRED READING

The chapters assigned in the textbooks are required and reading should be completed prior to class. There may also be additional reading assignments posted on Canvas each week. As with any graduate level course, a minimum of 9 hours a week of preparation outside of the class time is required to be successful in this course.

Homework review in class quizzes (Kahoot quizzes) will count 5% of your final grade. THERE ARE NO MAKE-UP HOMEWORK REVIEW QUIZZES. The lowest quiz grade (1) will be dropped and the remaining quizzes will be averaged for the final quiz total.

GROUP PRESENTATIONS

Group PowerPoint presentations addressing the identification and treatment of vulnerable populations in primary care should include the following:

1. Your group will create a detailed nursing situation about an “imagined patient” from the available vulnerable populations listed below. Include the pretend patient’s name, age, presentation of symptoms, and how they affect their life.
2. Discuss the disease pathophysiology
3. Explain your medical plan of care, which includes evidence-based medical diagnosis & treatment (based on current guidelines); include what tests are appropriate to complete and pharmacology if relevant
4. Explain your holistic nursing plan of care; which includes alternative ways (non-pharmacologic or non-surgical) to promote healing For example, diet, herbs, exercise, self-care, acupuncture, massage, heat, ice, meditation, spirituality, etc.

Presentations should be supported by at least five (5) current (within 5 years) journal articles in correct APA format. Two (2) of the articles should be from NURSING journals.

The presentation should contain 12-16 slides not including references. Each person in the group must create 3-4 slides and complete the narrative for those slides during the recording.

Presentation A = Tobacco prevention: Vaping and e-cig
<http://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs.html>

Presentation B = Postpartum depression or maternal depression
<https://www.nimh.nih.gov/health/publications/postpartum-depression-facts/index.shtml>
https://www.mentalhealthamerica.net/sites/default/files/maternal_depression_guide.pdf
<https://store.samhsa.gov/product/Depression-in-Mothers-More-Than-the-Blues/sma14-4878>

Presentation C = LGBT Health Needs <http://fenwayhealth.org/the-fenway-institute/education/the-national-lgbt-health-education-center/> www.thetrevorproject.org/
https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/files/transgender_toolkit_final.pdf

Presentation D = Military PTSD <https://www.myhealth.va.gov/mhv-portal-web/ptsd-screening>
<https://www.ptsd.va.gov/professional/assessment/screens/pc-ptsd.asp>

Presentation E = Childhood Bullying <http://www.bullybust.org/upstander/video-resources/back-to-the-future> <https://www.ffcmh.org/resources>

Presentation F = Electronic Screen Syndrome in Children
<https://www.psychologytoday.com/us/blog/mental-wealth/201207/electronic-screen->

syndrome unrecognized-disorder

| Content | Points Possible |
|---|-----------------|
| Detailed Nursing Situation | 2 |
| Pathophysiology discussion | 1 |
| Medical Plan | 2 |
| Nursing Plan | 2 |
| References in correct APA format | 1 |
| Overall Quality of presentation; grammar, speech, illustrations, submitted on time | 2 |
| Total Points | 10 |

Remember a quality PowerPoint presentation uses only 3-5 bullet points per slide with illustrations/photos. You speak the rest! NO paragraphs on slides, no reading of slides. Use them as an outline and a guide.

HOMEWORK ASSIGNMENTS

Homework grades will consist of 6 case studies, plus in classes quizzes on material on posted in Canvas you will need to review at home.

- Homework written assignments:

Unit case studies will be posted on Canvas for students to answer. Please use the Case Study form provided in Canvas for this assignment. Specific due dates & times are on the calendar and posted on your class schedule and in canvas.

Use accurate, up-to-date information from reliable sources (your textbooks and at least two (2) journal articles and 1 (1) must be a NURSING journal, both published within the past 5 years, NO websites).

Document your sources accurately using APA format.

Plagiarism from the internet or fellow students is unacceptable and will result in a zero.

Homework review quizzes

Homework review in class quizzes (Kahoot quizzes) will count 5% of your final grade. THERE ARE NO MAKE-UP HOMEWORK REVIEW QUIZZES. The lowest quiz grade (1) will be dropped and the remaining quizzes will be averaged for the final quiz total.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

GRADING SCALE:

94 - 100 = A

90 – 93 = A-

87 - 89 = B+

84 – 86 = B

80 - 83 = B-

77 - 79 = C+

74 - 76 = C

70 - 73 = C-

67 - 69 = D+

64 - 66 = D

61 - 62 = D-

0 – 60 = F

A minimum final grade of "C" (74% with an average minimum exam score of 80%) is required to successfully pass this course. In order to achieve a passing grade of "C" or higher, students must successfully:

1. Meet all course objectives
2. Complete all course requirements/assignments
3. Achieve an average minimum exam score of 80%

**The highest final grade students with an average minimum exam score below 80% may earn is a "C-" regardless of scores on other assignments.

ATTENDANCE:

1. Attendance at every class is required unless arrangements have been made in advance.
2. Students are responsible for missed content.
3. Students are expected to arrive on time to class. Entering class late is disruptive to your classmates.
4. Missed quizzes will be recorded as zeros. There are no make-up quizzes nor can quizzes be taken early.

EXAMS/QUIZZES:

1. Unless prior arrangements have been made with the instructor, failure to be present for an exam will result in a grade of zero.

Approved make up exams will be in an alternate format; short answer questions only and will be different from the original exam.

2. There will be 3 exams for this course. Each will be approximately 50-75 multiple choice and multiple answer questions, matching and short answer questions. The final exam will be comprehensive and contain approximately 100 questions. No notes or resources will be allowed during the exams. A non-programmable calculator may be used. All exams and quizzes will be on Lockdown Browser (LDB). See below for information on LDB.

3. Any student scoring less than 80% on any exam must make an appointment with Dr. Harris for discussion.
4. Students are required to put all of their belongings at the front of the room during exams with their phones powered off, not on vibrate. Please sit every other seat if possible during the exams.
5. Students must achieve an average minimum score of 80% on all exams or they will receive a C- or lower in the course regardless of their overall percentage in the course and be recommended for dismissal from the program.

Exams are NOT routinely reviewed in class for test security. The professor will not discuss specific exam questions and answers but general questions about content are welcome. If you earn less than an 80% on an exam, you are required to schedule an appointment with the professor to individually review the exam and establish a plan for improvement.

A Report of Unsatisfactory Work is required and will be completed and sent to the student via email. The form will be placed in your academic file for a score of less than 80% on any of the exams to document that you were informed about your score and that a plan of remediation was discussed. Again, students must meet in person with faculty if they receive a score of less than 80% on any exam.

Discussion of exam/quiz/assignment contents and taking photos/"screenshots" of test questions is a violation of academic integrity and will result in dismissal from the program. Please remember that your peers may be treating you or your family members at some point and enabling them could lead to unsafe care if they are not competent.

ASSIGNMENTS AND LATE POLICY:

Assignments must be completed by the due dates on the Course Schedule or a grade of zero will be assigned. All course requirements and objectives must be met in order to earn a passing grade.

USE OF ELECTRONICS:

Cell phones should be on vibrate during class and turned off completely during exams.

E-MAIL COMMUNICATION AND ETIQUETTE:

Please use Canvas messaging or FAU email to contact your professor. Please check your email, and Canvas "announcements" frequently for important information. The professor is not on campus every day. Subsequently, canvas messaging or e-mail is the best contact method. Professors have 24 hours to respond to emails sent Monday at 9AM –Friday at 5 PM and 48 hours to respond to emails sent

from 5 PM Friday to Monday at 9AM. Please use “netiquette” with your written words. Think before you send. Narrative language without the visual effects of a smile or the auditory effects of the tone of your voice can be interpreted as harsh. Please be courteous and always do a spell check on all of your postings and emails.

PLAN OF STUDY

The graduate college requires that students have an approved POS the semester before they graduate. There are no exceptions to this rule and it has prevented students from graduating previously. It is the student’s responsibility to make sure they have an “approved” POS. It is all done electronically via My FAU. If you have any specific questions or problems with your POS, please contact your advisor promptly.

HIPAA:

The student is responsible to know and follow all HIPAA guidelines both in class, clinical, and outside of these environments. Case review material relating to clinical or practice that is discussed should be devoid of patient identifiers and not discussed outside of the class or clinical setting.

COMPUTER REQUIREMENTS:

All students will be required to bring a laptop computer to all classes. The student must have access to a private or university computer that can run Mac OSX or WIN XP or higher. Back up options, such as cloud storage, an external hard drive, or flash drives. All written work will be turned in electronically in a Word (.doc or .docx) format. Other formats will not be accepted. The student must be familiar with Canvas, FAU e-mail, and announcements, check e-mail and course announcements in Canvas every 3 days.

PARTICIPATION:

Students are expected to come to and engage in class sessions. Each unit’s readings and assignments should be completed by class each Thursday.

PLAGARISM:

Plagiarizing will result in an automatic zero for all assignments, quizzes or exams. Plagiarism includes definitions in University handbooks and the APA 6th edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

SCHEDULE AND FORMAT CHANGES:

Faculty reserves the right to make changes in the class schedule or format as deemed necessary to facilitate the learning process.

DROPPING COURSE:

Please monitor the web site for the last day to drop a course or withdraw without receiving an "F". NP students that drop a course are considered to be out of sequence and will be recommended for dismissal by the University. Please contact your advisor.

EVALUATION OF COURSE AND FACULTY:

Students will have the opportunity to evaluate the course and the faculty at the end of the course. This provides the faculty with excellent feedback and ideas for future courses! Take advantage of helping other future students.

SOCIAL MEDIA POLICY:

See Link on CON Website.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

- Attendance at every class is required unless arrangements have been made in advance.
- Students are responsible for missed content.
- Students are expected to arrive on time to class. Entering class late is disruptive to your classmates.
- Missed quizzes will be recorded as zeros. There are no make-up quizzes nor can quizzes be taken early.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer

Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

| Letter Grade | Letter Grade |
|--------------|--------------|
| A | 94 - 100% |
| A- | 90 - 93% |
| B+ | 87 - 89% |
| B | 84 - 86% |
| B- | 80 - 83% |
| C+ | 77 - 79% |
| C | 74 - 76% |
| C- | 70 - 73% |
| D+ | 67 - 69% |
| D | 64 - 66% |
| D- | 61 - 63% |
| F | 0 - 60% |

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Unless prior arrangements have been made with the instructor, failure to be present for an exam will result in a grade of zero.

Approved make up exams will be in an alternate format; short answer questions only and will be different from the original exam.

There will be 3 exams for this course. Each will be approximately 50-75 multiple choice and multiple answer questions, matching and short answer questions. The final exam will be comprehensive and contain approximately 100 questions

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific To This Course

- ♦ AI Flexible: The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).

Special Course Requirements

PLAN OF STUDY

The graduate college requires that students have an approved POS the semester before they graduate. There are no exceptions to this rule and it has prevented students from graduating previously. It is the student's responsibility to make sure they have an "approved" POS. It is all done electronically via My FAU. If you have any specific questions or problems with your POS, please contact your advisor promptly.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)

- [University Academic Advising Services](#)

The Center for Teaching and Learning (CTL)

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies -- in person and online. Learn more about FAU academic support at www.fau.edu/ctl.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

College of Nursing Policies

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual

responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see:

<https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at

<http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to

<http://www.fau.edu/counseling/>

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for

a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information, see:

<https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an

appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Course Topical Outline

- Neurological Problems
- Hematology and the Immune System
- Abdominal Problems
- Renal and Urological Problems
- Male Health and Reproductive Issues
- Musculoskeletal Problems
- Psychological Health
- Palliative Care & Reportable Issues

Course schedule

CLASS SCHEDULE - Fall 2025

| Class Date | Topical Areas | Due Dates |
|----------------|--|---|
| | Reading Assignments | Assignments |
| | | Clinical Conferences |
| | | |
| 08/21/25 | - Review syllabus | Class 4pm-6:50pm |
| Week 1 | Neurological Problems | |
| Live on campus | Watch lecture posted on Canvas BEFORE class. You will have a quiz on this material in class today. | Kahoot Quiz on recorded lecture: Headaches and syllabus in class today J. |
| | Supplementary reading: 1. Harrison's Principles of Internal Medicine 20th Edition Chapters Part 13: Section 1, 2 and 3. (FAU online library – see syllabus for instructions). | |

| | | |
|--|---|--|
| | 2. Read chapters 6, 7, 8, 9 & 10 Neurological Problems in Primary Care (Dunphy & Winland-Brown) | |
| 8/28/25 Week 2 Live on ZOOM | <p>Neurological Problems Continued</p> <p>Supplementary reading:</p> <ol style="list-style-type: none"> 1. Review readings in Harrison's & Dunphy Winland-Brown 2. Review any supplemental material posted – quiz next week. | <p>Case Study #1 Due 8/27/25</p> <p>Kahoot Quiz on recorded lecture: Meningitis, encephalitis, zoster, CNS trauma</p> |
| 9/4/25 Week 3 Live on campus | <p>Hematology/Immunology</p> <p>Supplementary reading:</p> <ol style="list-style-type: none"> 1. Read the Harrison's Part 4, Section 2, & Section 3. Harrison's Part 23, Chapter A5 Atlas of Hematology 2. Read chapter 61 Hematological Disorders in Primary Care (Dunphy & Winland-Brown) | <p>Written Quiz 1 – on lockdown browser; available 9/1 – 9/7</p> <p>Covers Neuro, CT vs MRI, and How to interpret labs video recording in Canvas</p> |
| 9/11/25 Live ZOOM | <p>Hematology/Immunology (continued)</p> <p>Supplementary reading:</p> <ol style="list-style-type: none"> 1. Review readings in Harrison's & Dunphy Winland-Brown | <p>Case Study # 2 Due 9/10/25</p> <p>Kahoot quiz on recorded lecture: Malignancies and Other Disorders of the Plasma</p> |
| | | |

| | | |
|----------------------|---|---|
| 9/18/25 | Abdominal Problems | Written Quiz 2 – on lockdown browser. |
| Week 5 | Supplementary reading: | Available 9/15 – 9/21 |
| Live | 1. Harrison's Part 10 Section 1, 3 and 4. | Covers |
| ZOOM | 2. Read chapters 38, 39, 40, 41 & 42 Common Abdominal Complaints in Primary Care (Dunphy & Winland-Brown) | Hematology/Immunology |
| 9/25/25 | Abdominal Problems (continued) | |
| Week 6 | Case Study #3 Due 9/24 | Group A Presentation Due |
| Live on campus | Kahoot class Quiz – Disorders of the mouth, esophagus, and stomach | |
| 10/2/25 | EXAM 1 | |
| Week 7 | On Lockdown Browser | Available 9/29 – 10/5 |
| Not live (on Canvas) | Neuro, Hematology, Immunology, CT vs MRI, How to interpret labs | |
| 10/9/25 | Genitourinary and Renal Issues | |
| Week 8 | Supplementary reading: | Kahoot class Quiz – Recorded lecture: Renal Failure |
| Live ZOOM | 1. Read Harrison's Part 9 Chapters 303,304, 305, 308, 309, 310, 311, 312 and 313. | |
| | 2. Read Section 8 Renal Problems in Primary Care (Dunphy & Winland-Brown) | |
| | 3. Review posted lecture for Kahoot quiz | |
| | | |

| | | |
|---------------------------------------|---|--|
| 10/16/25 | Male Reproductive Issues | Written Quiz 3; on lockdown browser |
| Week 9 | Supplementary reading: | Available 10/13 -10/19 |
| Live on campus | 1. Read chapter 49 (Prostate Disorders) & 50 (Penile and Testicular Disorders) in Primary Care (Dunphy & Winland-Brown) | Covers Men's Health, Abdominal Problems, Genitourinary & Renal |
| | | Case Study #4 Due 10/15/25 |
| | | Group B Presentation Due |
| 10/23/25 | Musculoskeletal Problems | |
| Week 10 | Supplementary reading: | |
| Live ZOOM | 1. Read chapter 52 Common Musculoskeletal Complaints, 53 Spinal Disorders, & 54 Soft-Tissue Disorder in Primary Care (Dunphy & Winland-Brown) | Kidney function homework due 10/22 |
| Davie will join the HBOI ZOOM | | |
| 10/30/25 | EXAM 2 | |
| Week 11 | On Lockdown Browser | |
| Not Live – on Canvas Lockdown Browser | Abdominal Problems, Genitourinary, Renal, Male Reproductive | |
| | Available 11/3– 11/9 | |

| | | |
|----------------|---|--|
| 11/6/25 | Musculoskeletal Problems | Written Quiz 4 on lockdown browser |
| Week 12 | (continued) | Available 10/31 – 11/5 |
| Live on campus | Review readings Dunphy Winland-Brown | Covers Musculoskeletal |
| | | Case Study # 5 Due 10/29 |
| | | Group C Presentation Due |
| | | Kahoot in class quiz – Musculoskeletal |
| 11/13/25 | Palliative Care & Reportable Issues | |
| Week 13 | Supplementary reading: | Case Study# 6 Due 11/12 |
| Live on campus | 1. Read Chapter 78 Palliative Care in Primary Care (Dunphy & Winland-Brown) | |
| | Review for Final | Group D Presentation Due |
| 11/20/25 | | Written Quiz 5 on lockdown browser |
| Week 14 | Psychological Health | |

| | | |
|--|---|-----------------------------|
| Recorded | Supplementary reading: | Available 11/23 -11/29 |
| Guatemala | 1. Read the Harrison's Chapter posted inCanvas 2. Read chapters 64 Common Psychosocial Complaints, 67 Mood Disorder, 68 Anxiety, Stress, and Trauma-Related Disorders & 69 Obsessive-Compulsive Disorders in Primary Care (Dunphy & Winland-Brown) | Covers Psychological Health |
| 11/27/25 Week 15 Happy Thanksgiving! | THANKSGIVING VACATION NO CLASS | |
| 12/4/25 Week 16 Not live (on Canvas) | FINAL EXAM Comprehensive; covers content from whole semester (including musculoskeletal & psych) On Lockdown Browser | Available 12/1 – 12/6 |
| | | |

Professional Statement

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each

person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'